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ABSTRACT
                 This planning model outlines eight steps that enable
local education agencies to formulate a program for staff
development. The program is designed to modify organizational,
managerial, and instructional practices that inhibit reading success
among both children and adults. The eight action steps are: (1)
assess district-wide reading needs; (2) identify resources and
constraints; (3) formulate and organize performance objectives for
selected priority items; (4) generate, analyze, and select
alternatives; (5) implement the plan of action; (6) evaluate the
program's effectiveness (process and product); (7) modify the plan on
the basis of feedback; and (8) maintain the desired behavior (planned
change). For each of the action steps definitions, procedures to use,
and special considerations are briefly discussed. (MB)

CONNECTICUT RIGHT TO READ

PROGRAM PLANNING MODEL

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PLANNING MODEL

GOAL: To enable local education agencies to formulate a continuous, dynamic program for staff development designed to modify organizational, managerial, and instructional practices that inhibit reading success among both children and adults.

ACTION STEPS:*

I.   ASSESS DISTRICT-WIDE READING NEEDS

II. IDENTIFY RESOURCES AND CONSTRAINTS

III. FORMULATE AND ORGANIZE PERFORMANCE OBJECTIVES FOR SELECTED PRIORITY ITEMS (D)**

IV. GENERATE, ANALYZE AND SELECT ALTERNATIVES (D)

V.   IMPLEMENT THE PLAN OF ACTION

VI. EVALUATE THE PROGRAM'S EFFECTIVENESS (PROCESS AND PRODUCT)

VII. MODIFY THE PLAN ON THE BASIS OF FEEDBACK (D)

VIII. MAINTAIN THE DESIRED BEHAVIOR (PLANNED CHANGE) (D)

*   These are not discrete steps.
** (D) Represents points at which decisions are made.

CREDIT

Components of this planning model were adapted from:

1. Brieve, Fred J., A. P. Johnston, and Ken M. Young. Educational Planning. Ohio: Charles A. Jones Publishing Company, 1973.
2. Project Aristotle Symposium NISA, 1967, Task Group VI, "Systems Approach to Education," as adopted by the National Right to Read Program at the State Mini-Planning Conference, February, 1974.

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I. ASSESS DISTRICT-WIDE READING NEEDS

A. Definition: A need can be defined as the gap or distance
which exists between what actually is, and what has been
determined should be. A needs assessment is the procedure
from which the statement and definition of the underlying
need and the problem(s) to be overcome is derived.

B. Procedures:

1. Examine the state needs assessment instrument with the
task force.

2. Formulate any additional descriptive performance
objectives the task force feels are necessary.

3. Gather the data necessary to respond to the instrument.

4. Respond to the instrument in one of the following ways:

- every staff member individually
- a random sampling of staff members designed to
represent the total staff
- staff members organized in committees to represent
the total staff.

5. Tabulate the data and fill out the data tabulation report.

6. Prioritize the items rated 1, 2, or 3, beginning with the
lowest rated items (1). To "prioritize" items is to rank
them according to their importance in total goal achieve-
ment and their success potential.

C. Special Considerations:

1. Has the total population (preschool - adult) been
considered in responding to the instrument?

2. Have the needs been determined on the basis of
verifiable data rather than hunches or guesses?

II. IDENTIFY RESOURCES AND CONSTRAINTS

A. Definition: The process of identifying resources and
constraints is an organized way of determining precisely
what people or things will facilitate the attainment of
the objective(s) and which will block the attainment of
the objective(s). In this context it is necessary to
determine feasibility, which is defined as the ability
of the system to overcome the constraints.

B. Procedures:

1. Develop a complete list of resources and constraints
the district must work with or against to accomplish
each prioritized item rated 1, 2, or 3 (e.g., attitudes,
skills, timing, money, facilities, likely consequences,
etc.).

2. Identify the sources of the constraints.

3. Select the "target items" for improvement.

C. Special Considerations:

1. Has the task force separated: Facts from assumptions?
Intuition from bias? Needs from pressures?

2. Have conventional or pet solutions created unnecessary
constraints?

III. FORMULATE AND ORGANIZE PERFORMANCE OBJECTIVES FOR SELECTED
PRIORITY ITEMS

A. Definition: Performance objectives are objectives that
specify outcomes in measurable terms. They must be
specific, stating precisely the following conditions:

1. What is to be done to demonstrate completion?

2. By whom is it to be done; that is, who will display
the outcome?

3. Under what conditions is the outcome to be demonstrated?

4. What criteria will be used to determine if the outcome
has been achieved?

B. Procedures:

1. List the "target items" selected for improvement as
performance objectives.

2. Determine whether or not each stated performance
objective addresses the overall "target item."

C. Special Considerations:

1. Do the performance objectives satisfy the real need?

2. Are the performance objectives vague or ambiguous
statements?

3. Are the conditions described in the performance
objectives realistic and valid in light of the true need(s)?

4. Have objectives been deleted because they are difficult
to measure?

5. Have personal bias and pressure groups influenced the
priorities?

6. Have completion dates been set for all functions and
tasks?

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IV. GENERATE, ANALYZE AND SELECT ALTERNATIVES

    A. Definition: The generation of alternatives is a procedure
in which several different strategies are suggested that
will bring about achievement of the stated performance
objective. Each alternative must be analyzed and a
selection made in terms of benefits, cost, risk, and time
constraints.

    B. Procedures:

        1. Elicit a number of approaches (alternatives) from the
task force for each objective without commenting or
passing judgment at this point.
        2. Solicit ideas and information from sources other than
the task force.
        3. Specify the criteria to be used to select the most
promising alternatives.
        4. Select the most feasible alternatives on the basis of
the analysis and personal judgment.
        5. List the alternatives selected (ac ion steps) for each
performance objective in logical sequence.
        6. List each performance objective ("target item") with
its action steps on a time line.

    C. Special Considerations:

        1. Has the task force evaluated the alternatives which
were proposed?
        2. Has enough information been provided about suggested
alternatives?
        3. Are training activities the only alternatives for
changing human behavior?
        4. Was the task force too quick to discard some usable
alternatives?
        5. Have all the vital criteria been considered?
        6. Has the task force predetermined the relative importance
of the criteria due to personal bias--that is, according
to what they like or don't like?
        7. Were decisions made without sufficient information?
        8. Has the task force rationalized a predetermined conclusion?
        9. Is it possible to use some parts of each alternative or a
combination of several alternatives to achieve the
objective?
      10. Is it really possible to achieve the objective?

V. IMPLEMENT THE PLAN OF ACTION

A. Definition: To implement the plan of action means to
    translate the action steps (selected alternatives) for
    each performance objective into action.

B. Procedures:
    1. Implement the action steps.
    2. Monitor the progress of the program.
    3. Allow the action steps (selected alternatives)
        adequate time and scope to prove or disprove themselves.

C. Special Considerations:
    1. Has the staff involved in the implementation of the
        program (plan) been adequately prepared for
        participation?
    2. Does open communication exist between the task force,
        district and building administration, and the staff?
    3. Do discrepancies exist between the goals of the staff
        and the goals of the organization to the extent that it
        will become a factor inhibiting implementation?
    4. Do those involved in implementing the strategy practice
        what they preach?
    5. Do those who have been charged with the implementation
        of the program (plan) have the necessary authority to
        do so?

VI. EVALUATE THE PROGRAM'S EFFECTIVENESS (PROCESS AND PRODUCT)

A. Definition: Evaluation is the process of providing
information for making educational decisions. In this
context the information will be provided by assessing
the degree of conformity or discrepancy between the
performance objectives and the actual performance.

B. Procedures:

1. Identify the changes (from the performance objectives)
that the program should demonstrate at the end of the
first year.

2. Determine whether or not the objectives have been
achieved.

3.* Collect norm-referenced test data on all fifth grade
students in the district prior to and at the conclusion
of the initial year of the program.

4.* Determine the student growth that has taken place
during the school year by comparing the pre and post
test results.

C. Special Considerations:

1. Does the process evaluation measure the same parameters
specified in the performance objectives?

2. Is the change in behavior or the retention of a change
in behavior being measured?

3. Have sufficient resources been committed to carry out
the process evaluation?

* The collection and analysis of the norm-referenced test data will
be done by the independent evaluator of the Connecticut Right to
Read state program.

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VII. MODIFY THE PLAN ON THE BASIS OF FEEDBACK

A. Definition: Modifying the plan is the process of making
changes in the plan as determined to be necessary by feed-
back and the evaluation results. The resultant changes may
constitute a revision of the original plan or a new plan
stemming from the original plan for the next stage of the
program.

B. Procedures:

1. Determine the degree of discrepancy between the stated
performance objectives and the actual performance.

2. Determine the probable source/cause of the discrepancy.

3. Analyze the plan (performance objectives) as a possible
source/cause of the discrepancy.

4. Modify the plan on the basis of the determined source/
cause of the discrepancy between the stated performance
objectives and the actual performance.

C. Special Considerations:

1. Is the task force willing to admit that there are
discrepancies which require corrective action or are
they blaming it on "start up" problems?

2. Is the plan actually being implemented as designed?

VIII. MAINTAIN THE DESIRED BEHAVIOR (PLANNED CHANGE)

A. Definition: Keeping the performance up to standard.
Providing feedback on the quality of the work on a
continuing basis.

B. Procedures:
1. Examine the immediate, the long term, and the overall
consequences of performance or nonperformance.
2. Determine whether the problem is one of acquisition
(can't do) or maintenance (won't do).

C. Special Considerations:
1. Is the desired behavior reinforced?
2. Are behaviors that conflict with the desired behavior
reinforced?